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## Measuring a Big Bold Goal

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# Measuring a Big Bold Goal

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**Jonathan Kohn**

**4/14/2016**

What are the metrics that most effectively evaluate program effectiveness with regard to UWBG's Big Bold Goal that 10,000 more families will be self-sufficient by 2020?

United Way of the Bluegrass (UWBG) has an aggressive five-year goal to move 10,000 additional families to self-sufficiency in the Bluegrass Region by 2020. This goal was unveiled to the community in 2014 as a challenge to our region. Members of the community, UWBG itself, and all of its partner programs will have to chip in in order to make this goal a reality. The community is on board and working toward making the Bluegrass a more self-sufficient place to live and work. One question, however, still remains: How will UWBG measure this goal? This research examines existing work around the Big Bold Goal completed by UWBG and builds upon it to develop a specific and executable measurement approach. By addressing the goals four pillars, and taking a three-pronged approach to measurement, the elements of this proposal will result in a comprehensive publication that details the Central Kentucky community's progress toward moving 10,000 more families to self-sufficiency by 2020.

## **I. Review of Literature**

Those works that will most directly influence this research focus on the meaning of self-sufficiency. This is a fairly common topic of research among sociologists, social workers, policy analysts, and even political scientists as the definition of self-sufficiency has wide political and policy making repercussions. As such, this study will take into account several definitions of self-sufficiency, primarily those related to modern American society. Some contemporary social sciences researchers argue that a classic definition was established in the early part of the 20<sup>th</sup> century that sufficed only to allow a person access to very basic needs such as food and water. Today, they argue, our society has a much different understanding of what self-sufficiency ought to look like, including factors that are relevant to specific family types, including housing, childcare, healthcare, and other items. (Dougherty and Gerrard, 2001) Still other research takes this idea one step further. In a study of housing issues affecting the city of Charlotte, NC, William Rohe takes another approach. While there are additional factors, he argues, these can further be attributed to services that must be offered to individuals in order to establish self-sufficiency. He advocates for a

human-centered approach in identifying and providing such services and suggests that these services represent the pillars upon which self-sufficiency is built. Every individual, in Rohe's model, would require help in the form of support from different pillars. (Rohe, 1995)

Though a definition may be formulated utilizing the factors that affect an individual's life, and the pillars of service that are required in order to assist them to autonomy, this sort of definition leaves something to be desired. Working is essential for self-sufficiency in most cases. Loeb and Corcoran make excellent points related to the usefulness of adequate training in obtaining the type of work that leads to self-sufficiency. A person's ability to acquire a skilled position, they argue, directly influences their ability to become self-sufficient. (Loeb and Corcoran, 2001) Nolan reinforces this point in a way that is specific to the Bluegrass Region by establishing the cost of an annual bundle of goods within this region. An average family of 2.5 people in Central Kentucky, he argues, requires a wage of at least \$17.50 per hour in order to be self-sufficient. (Nolan, 2016) This, of course, is the type of wage that is achievable only through skilled work. These studies combine to offer an illustration of self-sufficiency that is key to defining the methods and metrics that should be used to measure it.

In addition to research on self-sufficiency, this study will also utilize the nationally recognized Self-Sufficiency Standard and its local counterpart, the Kentucky Self-Sufficiency Matrix in identifying those variables that are most useful in assessing an individual or collective of individuals' self-sufficiency. Pierce and Brooks, authors of the Self-Sufficiency Standard, outline an approach and potential analysis of such variables in their work, some of which is specific to Kentucky. (Pierce and Brooks, 2001)

## **II. Dimensions of the Big Bold Goal**

The underlying value of the UWBG's Big Bold Goal is that it is capable of supporting a human-centered approach. Delivery of services by UWBG, its partners, and other agencies in the Central Kentucky community can be customized to fit each individual's self-sufficiency journey. As

a data driven organization, UWBG must identify a measurement approach that is both rigid enough to produce robust and meaningful analysis, and to maintain the fidelity of the human-centered capability of the goal itself. For this reason, this research recommends that UWBG adhere to its original four-pillared approach as outlined in Thompson, 2014 (see appendix 1). The four pillar approach allows UWBG to define the pillars that support the goal at its foundation while still allowing the flexibility necessary for individuals and families to complete their own self-sufficiency journey. The following tables draw from existing research and UWBG’s own thinking around the four pillars to define the dimensions of the Big Bold Goal. Each pillar is broken down into its component parts, and variables from sources as cited are identified and associated with each pillar. These are not necessarily the variables that this research will recommend using to measure that pillar, rather they are an outline of possibilities that serve as the dimensions within which specific measurement variables will be identified.

The following are the original pillars and their definitions as they appear in Thompson, 2014 (appendix 1):

**Basic Needs:** Addressing basic needs, injustices, inequities, lack of resources and other barriers to move families forward.

**School Readiness:** Leading initiatives to improve the quality of childcare, family support, early intervention and equipping parents to make positive choices for their families.

**Student Success:** Helping children and youth achieve their potential by emphasizing education as the foundation for personal fulfillment, economic security and societal contribution.

**Financial Stability:** Investing in economic empowerment so low-to-middle income families have the resources and support to meet their needs, weather emergencies and invest in a brighter future.

Basic Needs	
Access to Healthcare, Including Medication	Seasonally Appropriate Clothing
Access to Childcare	Basic Utilities, Including Water and Heat
Nutrition needs met	Safe, Violence Free Environments
Permanent or emergency shelter	Legal Representation

<b>School Readiness</b>	
Access to Pre-K Educational Opportunities	Adequate Nutrition
Safe Spaces for Learning	Mentoring and Tutoring Opportunities
Quality Intervention for Deficiencies	Experiential Learning
After-School/Summer Learning Opportunities	Access to Preventative Healthcare
Family Support and Parental Involvement	Adaptive Learning Opportunities
<b>Student Success</b>	
Skill Based Education	Adequate Nutrition
Student Mentoring	Access to Preventative Healthcare
Subject Specific Tutoring	Financial Literacy Education
Test Prep Support	Safe Learning Environment
Job Training Service	Experiential Education
<b>Financial Stability</b>	
Financial Literacy Education	Wages of at least \$17.50/hr
Removing Barriers to Employment	Safe/Violence Free Home
Quality Childcare	Savings Opportunities
Preventative Healthcare	Emergency Preparedness
Acquisition of Assets	Skilled Job Training

*(Pierce, 2001), (Nolan, 2016), (Thompson, 2014), (Kentucky Self-Sufficiency Matrix)*

These basic dimensions of each pillar will serve as the basis for the development of measurement variables for each. Several of these dimensions may overlap, allowing one intervention service to address multiple pillars. Childcare, for example, may represent both an opportunity to earn a higher wage, and an opportunity to prepare a child for kindergarten for one family. From here, this research will identify a methodology for measurement and a framework for implementation of a metrics strategy for UWBG's Big Bold Goal, that 10,000 more families will be self-sufficient by 2020.

### III. Research Design

This research will address the metrics, methods, and standards that UWBG should use to measure and analyze its progress toward its overarching mission. In order to do so, I will specifically address the following question: What are the metrics that most effectively evaluate program effectiveness with regard to UWBG's Big Bold Goal that 10,000 more families will be self-sufficient by 2020? This question captures both the scope of this ambitious goal, and the task of

this research. With the data, evidence, and metrics presented in this research, I hope to provide UWBG with the tool needed to effectively evaluate results of its programming and efforts associated with its Big Bold Goal.

### **DATA & STRATEGY**

The question above is anchored in UWBG's aggressive five-year goal to move 10,000 additional families to self-sufficiency in the Bluegrass Region by 2020. Because self-sufficiency is a broad concept, UWBG attempted to narrow the scope of the goal by creating four pillars.

1. Family Financial Stability
2. Basic Needs
3. Kindergarten Readiness
4. School Success

In order to effectively assess our collective progress toward the Big Bold Goal, therefore, we must focus on these four pillars. They have not yet been operationalized, and appropriate metrics to measure progress on each have not yet been identified. My Capstone will address this gap. In order to do this, I will utilize several types of data that is already available to me. I will also assess potential data sources that UWBG should seek to obtain, identify data that is currently underutilized, and offer a comprehensive methodology that UWBG may use to track and analyze this data. I suggest that UWBG take advantage of three main categories of data in its efforts to measure the Big Bold Goal. These are community data, internal program data, and partner program data.

#### *Community Data:*

Census data is readily available to UWBG, and to this researcher. There is, however, a large amount of potential data to use. I will utilize the most recent Census data to isolate those variables which will be most effective in measuring progress to the Big Bold Goal. Where possible, I will disaggregate data by Census tract in order to make targeting of services possible. Such targeting

will allow more effective use of resources by UWBG and its partners, and will also provide a marker for efficacy as the numbers evolve over time.

Further, Census data provides an overarching perspective of our communities. While individual clients may be achieving success, it is important that we keep the perspective of how we are performing as a community. Because Census data is renewed periodically, these data will allow us to look at our broad progress over time. I intend to evaluate Census records for Central Kentucky from as early as 2010 in order to provide a contextual sense of movement over time related to the Central Kentucky community's self-sufficiency. I will make a recommendation on those data points that should be tracked on a continuous basis in order to assess community progress. I will provide a framework for tracking and assessment, and I will provide an operational structure through which this tracking and assessment should occur.

#### *Internal Program Data:*

UWBG administers several direct service programs. Each of these programs deal directly with factors associated with self-sufficiency, and most focus on outcomes that may fit within one or more of the four pillars. It is necessary that UWBG be provided with a comprehensive analysis of the way in which its programs line up with Big Bold Goal outcomes. Given that all UWBG work should be focused on its five-year mission, and that no alignment of these programs with the Big Bold Goal has yet occurred, this will be one focus of this research.

Each of UWBG's internal programs focuses on specific outcomes. Most of these are determined by grantors or other funders. It is possible, however, for UWBG to add outcome indicators to existing program models in order to measure each of their impacts on self-sufficiency for clients. I will evaluate each of UWBG's internal programs and study their possible effects on the self-sufficiency of their participants. As a result of this analysis, I expect to be able to develop a set of outcomes indicators that will be added to each programs design model. These indicators will be specific, targeted, and measurable. The result of their addition will be a capacity to quantify Big



Bold Goal related outcomes for each UWBG program. I will provide the specific metrics for these programs, the methods necessary in order to measure them, operational recommendations for implementation, and a comprehensive system for endpoint analysis and incorporation into a Big Bold Goal measurement. I would anticipate that thousands of UWBG's clients are being moved to some degree of self-sufficiency each year. This is profoundly important to the impact of the Big Bold Goal.

*Partner Program Data:*

For nearly 100 years, UWBG has been a partnership organization. Focusing the community's resources where they will do the most good, through partner organizations that provide direct services, has been its primary focus. Outcomes associated with these direct-service programs have always been varied and broad in scope. Services may range from elderly care to food pantries, or from after-school tutoring to homelessness intervention. All told, UWBG partner programs reach tens of thousands of Central Kentuckians each year and produce substantial outcomes for their clients. Several things must happen in order for data associated with these programs to become an asset in measuring the Big Bold Goal.

UWBG has two separate funding processes for partner agencies. The first is a three year process called the "regional" funding process. These are typically large grants to large agencies that work in multiple counties across the Bluegrass Region. The second is a one year process called the "local" funding process. These are smaller grants made to smaller agencies that serve clients in a single county. For many years, both of these processes have focused on programs that fit into three categories: education, income, and health. I will scrutinize these funding processes and make recommendations on their focus moving forward. It is likely that each of these processes can be focused further to ensure that outcomes associated with this funding may be associated directly with the Big Bold Goal.

As a condition of partnership, each funded program is required to submit a program progress report to UWBG every six months. At this time, program reports focus on outcomes as determined by partner agencies. As such, it is currently difficult to associate partner program outcomes with self-sufficiency in any meaningful way. Those outcomes that are currently tracked by partner agencies are explained in further depth later in this research. I will evaluate the reporting process and make recommendations on those outcome measures that need to be assessed in order to tie partner program activity to self-sufficiency, if possible. I hypothesize that each of UWBG's partner programs contributes to client self-sufficiency in a meaningful way. If UWBG asked for outcome measures properly, it may find that partner programs are the key to achieving the Big Bold Goal. I further hypothesize that once specific outcome measures are in place, UWBG will find that many more individuals and families are moved to self-sufficiency through these programs than previously assumed.

#### *Bringing it Together:*

This research will focus on three key data sources in its approach. This three-pronged approach will focus on Census data, internal program data, and partner program data. I will bring these three areas together into a single Big Bold Goal measurement that will unite the four foundational pillars of the goal and will provide a powerful visage of the effect of our programming in moving families to self-sufficiency. Further, I will provide an operational framework through which UWBG may implement this strategy.

#### **IV. Three-Pronged Approach**

Although UWBG has been in existence for nearly 100 years, the origins of its community impact work date back just 20 years. UWBG is and always has been an organization that gathers resources from the community and its businesses and brings them to bear on issues of social justice facing the Bluegrass Region. Since 1994, however, UWBG has also been a direct service

organization, bringing capacity to programs that directly impact the lives of underserved Central Kentuckians. Many of these programs in the past have focused on Financial Stability and/or Educational Opportunity for families across UWBG's nine-county service area. At the same time, UWBG focused its funding of area social service agencies on three main program areas: education, income, and health. The combinations of these changes to its program model allowed UWBG to consider itself a community impact organization. This approach, however, fundamentally changed in 2014 when UWBG unveiled its challenge to the community that 10,000 more Central Kentucky families be self-sufficient by 2020. UWBG feels that this has been its work and the work of its partners for many years, but issuing the challenge to the community helps to focus our community's efforts on those who need it the most.

Similarly to its transition to a community impact organization in the 1990s, UWBG's transition to an organization focused on self-sufficiency will require a recalibration of its areas of focus. Specifically, it will need to realign its funding priorities from education, income, and health to the four pillars of the Big Bold Goal. More on how this should work will be explored in the partner programs section. UWBG will also need to ensure that all internal programs are focused squarely on achievement of the Big Bold Goal. Measurements associated with these programs should represent the work needed to move families to self-sufficiency. In addition to a shift in program focus, UWBG will also need to monitor the general conditions in the Central Kentucky community. Though it may not be possible to directly attribute any reduction in general poverty to the work of UWBG and its partners, it will be important to monitor community conditions as a part of the community's challenge to move underserved families to self-sufficiency. These three items, partner programs, internal programs, and community metrics, will become the three main areas of measurement for progress on the Big Bold Goal.

This three-pronged approach to measurement will require a shift in focus for much of the work of UWBG, specifically in the area of program monitoring and evaluation. In the next sections, I

will outline the specific measurements and the methods for implementation of new measurement techniques that UWBG will need to follow in order to successfully measure its progress toward the Big Bold Goal.

The result of measuring self-sufficiency produced by UWBG's internal programs, self-sufficiency produced by UWBG's partner programs, and the overall self-sufficiency of the Central Kentucky Community is the quintessence of Big Bold Goal measurement.

## **V. Community Data**

While program results can point to numbers of lives impacted by UWBG and its partners, they alone do not paint a full picture of self-sufficiency in Central Kentucky. In order to develop a full sense of the community's Big Bold Goal, UWBG will need to look at trends throughout its nine-county service area.

Two main resources will offer UWBG an opportunity to track periodic updates on data related to community self-sufficiency. The American Community Survey, compiled and released by the US Census Bureau will supply data related to basic needs and financial stability. These data are released every year for geographies over 65,000 populations. The second is the KY Department of Education's Open House data source. Updated annually, this resource supplies the public with data that can be directly related to kindergarten readiness and school success for all 11 school districts within UWBG's nine-county service area.

### **Existing Self-Sufficiency Variables**

The following chart outlines those variables that can be directly tied to self-sufficiency according to existing research and UWBG's work to date. This particular set of variables is also pertinent to those items that can be measured at a community level, specifically through the two conduits mentioned above, USCB and KYDOE. (Thompson, 2014), (Nolan, 2016), (Pierce, 2001), (Kentucky Self-Sufficiency Matrix), (Loeb, 2001)

	Basic Needs	Financial Stability	Kindergarten Readiness	School Success
<b>Variable 1</b>	Poverty Rate	Unemployment Rate	Brigance Scores	College/Career Readiness
<b>Variable 2</b>	Gov't Assistance Percentage	Average Salary	KPREP Scores	MAP Scores
<b>Variable 3</b>	Free and Reduced Lunch Rates	Underemployment Rate	MAP Scores	ACT Scores
<b>Variable 4</b>	Uninsured Rate		Pre-K Enrollment	Post-Secondary Enrollment
<b>Variable 5</b>				Proficient/Distinguished Schools

### Modified Variables for BBG Measurement

Using the variables above, which have been selected from existing research and are available on a community-wide basis through either the USCB, or the KYDOL, this research will design a set of variables that will be monitored by UWBG staff in order to provide an over-time analysis of self-sufficiency on a macro level across the UWBG service area. All variables in this section should be both aggregated for a summary of the entire Central Kentucky region, and disaggregated for a summary of activity in each county.

Basic Needs	Financial Stability	Kindergarten readiness	School Success
Monitor the % of individuals living at or below the US poverty line	Monitor Unemployment and Underemployment rates	Monitor Brigance Scores where available	Monitor the percentage of graduating seniors who are rated college or career ready
Monitor the Percentage of students receiving free and reduced lunch	Monitor average hourly salary	Monitor the percentage of K-Prep scores for 3 <sup>rd</sup> and 4 <sup>th</sup> graders who are proficient or distinguished in reading and math	Monitor the percentage of graduating seniors who earn an ACT score above 20
Monitor the uninsuredness rate, and rate of government subsidy use (SNAP, TANF, Etc.)		Monitor the percentage of incoming Kindergarteners who were enrolled in pre-K	Monitor the percentage of schools that rank proficient or distinguished
			Monitor the rate at which graduating seniors are enrolling in any form of postsecondary education

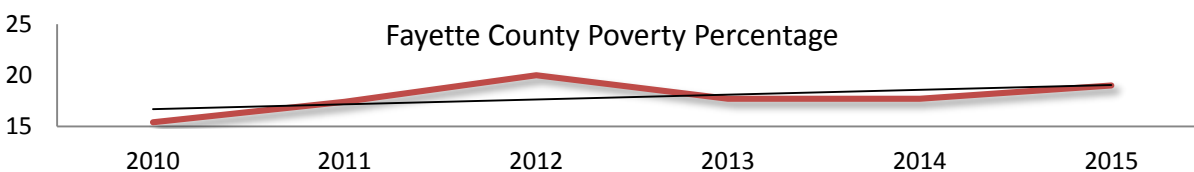
## Data Collection

At least one part-time UWBG staff member will be responsible for collecting and providing a periodic analysis of the data outlined above. Each of these data points can be presented in time-series format and should include some basic analysis and trend identification. A good example of how this data may be presented in a way that is most impactful is UWBG's ongoing monitoring of poverty percentages in Fayette County. See below for an example:

*Poverty Percentage*

	2010	2011	2012	2013	2014	2015
<b>Fayette</b>	15.4	17.4	20.0	17.7	17.7	19.0

\*[http://chfs.ky.gov/dcb/DData\\_Book.htm](http://chfs.ky.gov/dcb/DData_Book.htm)



This research recommends that a part-time staff person familiar with data collection and analysis be assigned to community data monitoring immediately. The first analysis can then be created using available data with subsequent updates occurring annually in most cases (or as soon as data becomes available). The person in this position should design a county delimited format in which to present the data, and should present his/her findings to the UWBG Data and Metrics Committee at its next meeting.

These data will be used in concert with disaggregated data from internal and partner programs to demonstrate the results of the Big Bold Goal. While we claim no causality for any movement in this data, we can demonstrate the overall direction in which the community is moving along with our work as a nonprofit community. The presentation of this data should be included matter-of-factly with program results in the overall findings presentation developed by UWBG (see below).

## **Retrospective Analysis**

Since much of this data is housed in online data management systems, a retrospective analysis back to 2014 when the BBG was introduced should be simple. This research recommends that data back to 2014 be included in the initial analysis to be performed by the part-time staff person who is dedicated to community data monitoring and evaluation.

## **VI. Internal Program Data**

United Ways across the world share a common heritage. All organizations that bear this name are, or were once, organizations dedicated to bringing the resources of their community together to affect positive change for residents. Early UWBGs were fundraising organizations that built robust relationships with businesses and philanthropists in their communities. They raised money from these people and organizations that was used to fund agencies that provided direct services to underserved members of their communities. All United Ways, including UWBG, still do this. UWBG, and many of its peer organizations, however, have transformed over the past three decades into what are known as community impact organizations. This means that in addition to bringing the resources of area businesses to bear on issues facing their communities, they also provide direct services to underserved members of their communities. UWBG was a pioneer in this transformation, and remains a community impact organization today.

Because of UWBG's role as a direct service provider, it has established several programs that are presently helping underserved members of the Bluegrass community to become more self-sufficient. Some of those programs most closely associated with self-sufficiency are as follows:

### **Back on Track**

Back on Track is UWBG's Assets for Independence program. This program allows participants to save toward the purchase of assets that will increase their financial stability, such as a home, further education, or a small business. Participants who are saving toward homeownership may save up to \$2,000 and will be matched at a rate of 2:1, bringing their total

savings up to \$6,000. Participants who save toward their education or business ownership may save up to \$1,000, with a match rate of 4:1 for a total savings of \$5,000. Back on Track is funded through a grant from the US Department of Health and Human Services.

### **CKEEP**

The Central Kentucky Economic Empowerment Project provides free tax preparation services to those residents of the Central Kentucky community whose income does not exceed 200% of the federal poverty level. The goal of this project is to maximize the rate of EITC receipts among the region's most needy families. UWBG is also the state VITA lead, coordinating and overseeing the state-wide coalition of volunteer income tax preparation organizations. This program is funded through a grant from the Internal Revenue Service.

### **Bank On Bluegrass**

Bank On Bluegrass is a part of a state- wide network of Bank On partners who strive to provide free financial education to low income individuals. The program also partners with financial institutions across the state in order to offer low cost or free main stream banking options to families who otherwise rely on expensive alternatives such as check cashing services. This program is funded through a grant from the US Corporation for National and Community Service, and a grant from the Johnson Foundation.

### **RSVP**

UWBG's Retired Senior Volunteer Program (RSVP) has connected over 140 senior volunteers with children in need in area public schools. Seniors mentor and tutor underserved students, and the effect is dramatic. Students paired with RSVP mentors consistently demonstrate an improvement in academic engagement rate of over 75%. RSVP is funded through a grant from the US Corporation for National and Community Service.



## **2-1-1**

Established in 2005, 2-1-1 is the contact center that any Central Kentucky resident may call, text, or email for information and referral to meet their social-service needs. Each year, thousands of those referrals are for individuals whose basic needs are not met. 2-1-1 is funded through a combination of individual contributions and foundation and state/local government grants.

UWBG's suite of programs represents a community impact driven effort to help thousands of individuals each year achieve greater financial stability. As is apparent, however, these programs rely on very different funding sources for their continued operation. As a result, the expected outcomes measurements for each are dramatically different, and have little to do with UWBG's overall goals in a direct way. For example, the IRS may ask for a number of completed tax returns as an outcome measure for the VITA program. While the savvy observer may recognize the connection between this number and self-sufficiency, it is not helpful in any direct way in measuring progress toward 10,000 families becoming more self-sufficient by 2020. This represents both a significant problem, and an ideal opportunity for measurement of the Big Bold Goal.

Because of the variety of funding sources associated with these programs, it is not possible to preclude program staff from measuring the data that is currently being used to report on outcomes to funders. It is, however, possible to add a small set of measurement variables to each program that would directly relate program progress to self-sufficiency. In order to do this, a set of variables most appropriate to each program that directly relate to self-sufficiency must be identified. This research turns to the Self-Sufficiency Standard (Pierce and Brooks, 2001) as a source of variables that indicate self-sufficiency and that can be used in program progress measurement. The Kentucky Self-Sufficiency Matrix will also be referenced. The Matrix is a set of variables that is native to UWBG's 2-1-1 resource database.

## Existing Self-Sufficiency Variables

The following variables have been identified from existing literature. These variables are mainly dichotomous in nature, though it may be possible to measure several in an ordinal way if desired. These variables are in line with the dimensions of the Big Bold Goal, as identified earlier in this research, and are applicable to UWBG's internal program work. Once identified, this research will outline the manner in which these variables may be applied to measurement of its internal program progress toward the Big Bold Goal.

	<b>Basic Needs</b>	<b>Financial Stability</b>	<b>Kindergarten Readiness</b>	<b>School Success</b>
Variable 1	Shelter	\$17.50/ Hour Wage	Brigance Score	Proficient/Distinguished
Variable 2	Food	At Least 1 Asset	Reading on Grade Level	HS Graduation
Variable 3	Clothing	Savings/Checking Account	Writing on Grade Level	Secondary Enrollment
Variable 4	Childcare	Training for Skilled Positions	Pre – K Education	ACT Score
Variable 5				College/Career Ready

## Modified Program Variables

The following basic metrics have been derived from the variables identified above, in concert with the outline dimensions of the Big Bold Goal as delineated in a previous section of this research. Each metric below is associated with a specific program, and is ready to be implemented as a measure of progress toward the Big Bold Goal.

<b>Back On Track</b>	<b>CKEEP</b>	<b>Bank On Bluegrass</b>	<b>RSVP</b>	<b>2-1-1</b>
Families who own at least 1 asset as a result of program participation	Families who are more financially literate as a result of the program	Families who are more financially literate as a result of the program	Children who are reading on grade level as a result of the program	Families securing shelter as a result of calling 2-1-1
Families who have a mainstream banking product as a result of the program	Families who have a mainstream banking product as a result of the program	Families who have a mainstream banking product as a result of the program	Children who are proficient or distinguished as a result of the program	Families whose nutritional needs were met as a result of calling 2-1-1
Families who have better financial literacy as a result of the program	Families who have purchased an asset or saved for emergencies as a result of the program		Children whose academic performance has increased due to mentoring	Families whose basic needs were met by calling 2-1-1 who have not needed basic needs met again since having called 2-1-1

### **United Way of the Bluegrass Implementation**

This research recommends that the metrics outlined above be immediately applied to each ongoing internal program being administered by UWBG. A comprehensive staff training for program staff must be designed with the end goal of creating an urgency and ability in staff to collect and disseminate the data associated with these variables. UWBG staff should immediately design and implement a mechanism for capturing these data, and staff should be assigned to monitor and evaluate progress. Every family who meets one or more of these criteria would be considered more self-sufficient as a result of their involvement in a UWBG administered program, and would therefore be considered a family that is a part of the BBG.

### **Retrospective Analysis**

In several cases, it will be possible to look at data collected in the past for an analysis of participants who meet some of these criteria. A full analysis design should be developed to match up data points collected in the past with those that are relevant to the BBG measurement based on

the metrics above. A great example of how this may work is through the Back On Track Program. One of the BBG aligned metrics is related to asset purchase. Research associated with the Back on Track program indicates that families who are able to purchase assets (a house, for example) are far more likely to be financially stable in the future than are those families who do not. Back on Track program staff have, therefore, been capturing data related to families who were able to purchase an asset as a result of the program for five years. UWBG has the ability to convert this data to a number representing the metric above that reads: “Families who own at least 1 asset as a result of program participation.” This type of analysis will allow UWBG to reflect at least some progress toward the BBG since its inception in 2014.

### **Known Limitations**

For all four pillars, collection of data related to the variables above will be limited to individuals seeking assistance through one of UWBG’s programs. Data will need to be combined with community data in order to form a holistic view of the direction of self-sufficiency across Central Kentucky.

## **VII. Partner Program Data**

UWBG has two primary funding mechanisms. The first and most influential is called the regional funding process. This is a three year process that invests in agencies that are doing community impact work across many of UWBG’s nine counties. These grants are typically \$10,000 per year or more. Several agencies receive hundreds of thousands of dollars per year through this process. At the time of this writing, UWBG is just over one and a half years into its current regional funding cycle, with the next cycle beginning in 2017. The second is a much smaller grant process called the local process. This is an annual process that awards grants to smaller agencies doing work in a single county. These grants must be no more than \$5,000 per program. The funding cycle for these grants always begins in July. UWBG currently funds 142 programs at 86 agencies across

the Bluegrass Region. Tens of thousands of Central Kentuckians benefit from UWBG funded programs each year.

Since 2011, UWBG has been funding agencies who work in three major program areas; education, income, and health. Every agency that completes an application for a UWBG grant must select one of these funding areas under which they believe their program falls. This is a part of a global campaign launched by United Way Worldwide at roughly the same time. This model has been very successful for UWBG as it allowed it to focus its funding efforts on these three areas of work, thereby focusing outcomes on the well-being of the Central Kentucky community. With the introduction of the Big Bold Goal in 2014, there arose a significant shift in the paradigm of focus for UWBG. This, however, has not yet translated to a shift in the way that funding is focused.

The Big Bold Goal is focused squarely on self-sufficiency as the outcome produced by UWBG and its partners. As research shows, however, self-sufficiency is an idea best sustained by pillars of support work (Rohe, 1995). As such, UWBG's staff has already determined the four pillars upon which the Big Bold Goal sits. Concisely, these are as follows: basic needs, financial stability, kindergarten readiness, and school success (Thompson, 2014). If 10,000 more families are to be self-sufficient by 2020, UWBG must focus its efforts and those of its partners on these pillars. That is why the focus of UWBG funding should be immediately shifted to these four pillars. Through some analysis of currently funded programs, it is obvious that a vast majority of those programs funded already fit into one of these four pillars (see appendix 3).

In addition to allocating its currently funded programs to one or more of the four pillars of the Big Bold Goal, UWBG should immediately revise its funding criteria. All funding, including local funding (small grants) should be aligned with the self-sufficiency as its focus. Applicants seeking to be funded partners of UWBG should be given the option of allocating programs to the pillars. If a given program does not fit within one of the four pillars, then it should not be considered for funding. Those programs that currently do not fit within any of the four pillars (see appendix 3),

while UWBG is contractually obligated to pay out the remainder of their grant, should not be considered for future funding. With each funded program focusing on a pillar of the Big Bold Goal, agencies, in concert with UWBG are free to focus on the outcomes that will drive self-sufficiency among those served.

Under UWBG's current funding model, agencies are welcome to create outcomes that are specifically tailored to each program. This allows agencies a tremendous amount of flexibility in terms of tracking, monitoring, and evaluation of their programs. Many funded programs are also funded through other sources that require that certain metrics be tracked. UWBG's model allows agencies to forego the creation of additional monitoring mechanisms. Agencies are asked every six months to report to UWBG on progress to their stated outcomes. Because of this flexibility in program modeling, UWBG has a very difficult time determining the actual impact of its funding. UWBG can make statements such as the following:

*744 middle school students have been able to develop critical thinking skills and have had encouraged character development; 85 deserving elementary and middle school students have been provided with scholarships; 1,139 minority and underserved children and youths have been provided enrichment educational programs to mitigate summer learning loss; 2,110 youths and adults with barriers to degree attainment, financial ability, college preparation/support and social development have been helped; 1,293 minority and underserved children and youths have been provided with academic intervention, enrichment opportunities and activities during out of school hours. Along with the success rate of the students there has been tremendous volunteer participation. We owe thanks to 8,200 volunteers in the area.*

These are outcomes from programs funded under the education focus in 2015. It is apparent that these programs are having an impact, and it is obvious that the lives of students are being touched in a profound way through these programs. What cannot be determined through this set of outcomes is what kind of progress has been made toward the Big Bold Goal. This is why

this research recommends an immediate shift in the manner in which outcomes for UWBG funded programs are tracked.

A single set of outcomes should be tailored to match each of the four pillars of the Big Bold Goal. Given that each of UWBG’s funded programs will fit into one of these pillars, each program will be asked to track on the set of variables assigned to the pillar under which it is funded. These variables should be derived from the Self-Sufficiency Standard (Pierce and Brooks, 2001) as a source of variables that indicate self-sufficiency and that can be used in program progress measurement. The Kentucky Self-Sufficiency Matrix will also be referenced. These outcomes should be standardly assigned to programs funded by UWBG. Once reported, UWBG will then have the ability to monitor variables that directly impact the self-sufficiency of those served through its partner programs.

### **Existing Self-Sufficiency Variables**

The following variables have been identified from existing literature. These variables are mainly dichotomous in nature, though it may be possible to measure several in an ordinal way if desired. These variables are in line with the dimensions of the Big Bold Goal, as identified earlier in this research, and are applicable to UWBG’s partner program work. Once identified, this research will outline the manner in which these variables may be applied to measurement of partner program progress toward the Big Bold Goal.

	<b>Basic Needs</b>	<b>Financial Stability</b>	<b>Kindergarten Readiness</b>	<b>School Success</b>
<b>Variable 1</b>	Shelter	\$17.50/ Hour Wage	Brigance Score	Proficient/Distinguished
<b>Variable 2</b>	Food	At Least 1 Asset	Reading on Grade Level	HS Graduation
<b>Variable 3</b>	Clothing	Savings/Checking Account	Writing on Grade Level	Secondary Enrollment
<b>Variable 4</b>	Childcare	Training for Skilled Positions	Pre – K Education	ACT Score
<b>Variable 5</b>				College/Career Ready

## Modified Program Variables

Having identified several variables that are in line with the dimensions of the Big Bold Goal, the following table will outline the manner in which these variables can be applied to partner program work. It is the recommendation of this research that these questions be applied to partner program evaluations immediately. Responses to these questions will fit directly into partner program evaluation strategies, and will apply directly to the measurement of progress on the Big Bold Goal.

Basic Needs	Financial Stability	Kindergarten Readiness	School Success
Number of unsheltered individuals who were sheltered through this program.	Number of individuals whose wage rose <b>toward</b> \$17.50/hr as a result of program participation	Number of children whose Brigance score was above the 50 <sup>th</sup> percentile as a result of this program.	Number of students who scored proficient/distinguished in at least one subject area as a result of this program.
Number of individuals who were more food secure as a result of this program.	Number underserved of individuals who own at least one asset as a result of this program.	Number of children 3 <sup>rd</sup> grade or lower who are reading on grade level as a result of this program.	Number of young adults who graduated high school as a result of this program.
Number of individuals who had a source of clothing and other necessary good as a result of this program.	Number of individuals who have a savings or checking account as a result of this program.	Number of children 3 <sup>rd</sup> grade or lower who are writing on grade level as a result of this program.	Number of young adults who enrolled in post-secondary education/training as a result of this program.
Number of parents who were able to place kids in care in order to work as a result of this program.	Number of individuals who received training for and/or were placed in skilled positions as a result of this program.	Number of children who had access to star-rated pre-k education as a result of this program.	Number of young wo/men who increased their ACT score as a result of this program.
Number of individuals receiving needed healthcare as a result of this program.	Number of individuals who have access to healthcare as a result of this program.	Number of children who have access to healthcare as a result of this program.	Number of young adults who graduated “college or career ready” as a result of this program.

## United Way of the Bluegrass Implementation

This research points directly to the link between UWBG’s ability to make these changes, and its ability to achieve its Big Bold Goal.



Upon approval, UWBG staff should immediately begin to build out the funding requirements that direct agencies to apply for one or more of the pillars, and to justify that request by showing how their programmatic work produces those outcomes identified as driving self-sufficiency. Though it may not be possible to roll out these changes for the 2016 funding cycle, there is little doubt that a new funding framework can be developed by 2017. Once these guidelines are established, UWBG staff must begin creating the infrastructure for applying and reporting under these principals. This work will take place inside of UWBG's grants management software, e-cimpact.

Implementation of the above variables as grant outcome measures would be in addition to program-specific outcomes. Agencies may recommend up to three outcomes in addition to these that they wish to report. These additional variables would allow for a degree of individualization for programs, while simultaneously tracking on the outcomes necessary to evaluate progress toward the Big Bold Goal. The measures above will be assigned to a BBG form that all agencies will be asked to report on every six months during the grant period. Every six months, therefore, UWBG staff will collect these data and evaluate the organization's progress toward the BBG. A comprehensive BBG report will be produced by a team of interns from the University of Kentucky College of Social Work and the Martin School of Public Policy and Administration, thus providing an update on BBG progress to UWBG's marketing, communications, and development teams every six months. Analysis will produce a per-pillar update on progress.

### **Retrospective Analysis**

Because UWBG has been doing this work for several years, it may also be possible to pre-date some of this analysis back to 2014 when the BBG was unveiled. UWBG staff should identify those individualized outcomes upon which agencies have been reporting since 2014 that fit neatly within one of the four pillars of the BBG. These variables may be aggregated to show some of the

work done before the changes above and its impact on the self-sufficiency of underserved Central Kentuckians.

### **Known Limitations**

For all four pillars, collection of data related to the variables above will be limited to individuals seeking assistance through one of UWBG's partner programs. Data will need to be combined with community data in order to form a holistic view of the direction of self-sufficiency across Central Kentucky. Program delivery should remain consistent with pre-implementation models. Measurement of services delivered, however, should be modified to fit this archetype.

### **VIII. Unified Metric – Self-Sufficiency**

The result of measuring self-sufficiency produced by UWBG's internal programs, self-sufficiency produced by UWBG's partner programs, and the overall self-sufficiency of the Central Kentucky Community is the quintessence of Big Bold Goal measurement.

### **IX. Operationalization**

#### **Work Plan / Timeline**

<b>Who</b>	<b>What</b>	<b>When</b>
Part-Time Community Data Analyst	Analysis of currently available community data and presentation to D&M Committee	Immediately
VP, Community Investments	Issue mandate to program staff to begin collecting BBG data	Immediately
Part-Time Community Data Analyst	Analysis of Annual Education Data (Community Data)	Annually - October
Grants Director	Re-design fund distribution process to reflect recommendations.	By June 2016
Grants Director	Hold training for program staff on internal program BBG data collection	By June 2016
VP, Community Investments	Oversee all program staff must begin collecting and reporting (monthly) BBG data	By July 2016
Part-Time Community Data Analyst	Analysis of new community data from USCB	Annually - September
Grants Director	Begin collecting BBG data from partner programs	By December 2016
Grants Director	Full analysis of partner program data for inclusion in published BBG report	By January 2017
Grants Director	Produce and publish annual BBG report combining all three measurement areas	By January 2017

## **Approval Process**

Upon completion, this proposal will be reviewed for comprehensiveness, viability, accuracy, functionality, and executability by the Vice President of Community Investments. Following VP approval, this proposal will be reviewed by the President and CEO of UWBG for strategic vision compatibility. Once approved, this proposal will be presented to the UWBG Data and Metrics Committee for feedback and final approval. Once approved by the Committee, this proposal will go before the full Board of Directors for final approval. Once approved by the UWBG Board, this proposal and its contents will become official UWBG policy.

## **End Product**

The result of the analysis proposed by this research is a robust and comprehensive document that outlines the Central Kentucky community's progress to the Big Bold Goal. This document will be revised and re-published annually by UWBG and will be available for consumption to the general public. This document will offer a detailed point-in-time snapshot of self-sufficiency in the Bluegrass. The final production of this document will be in December of 2020, and will show that the Central Kentucky community has or has not met or exceeded its goal to move 10,000 more families to self-sufficiency. This document will be the official Big Bold Goal opus.

## **X. Conclusion**

Suppose for a moment that a single mother, who is currently making minimum wage, enters UWBG's Back on Track program. Perhaps this mother knows that in order to make a family sustainable wage, she must pursue additional educational opportunities. The Back on Track program matches her savings and she is able to purchase additional education as a result and becomes employed at a wage that is sustainable for her family. In addition, she has received financial literacy training through the program, and has opened her first bank account. It is not difficult to argue that this single mother and her family are more self-sufficient as a result of

program participation. What is certain, however, is that this mother has met the criteria outlined in this research to be counted among the 10,000 families of the Big Bold Goal (see Internal Programs metrics above). She is one of 10,000. Suppose again that a single mother is unable to obtain work that pays a family sustainable wage because childcare is too expensive. She contacts the Child Development Center of the Bluegrass who is able to offer her child a scholarship because of their funding from UWBG. The mother goes on to find skilled employment as a result and begins making a family sustainable wage. Again, this mother has met the criteria outlined in this research to be counted among those 10,000 families who are more self-sufficient by 2020 (see Partner Programs metrics above). She is also one of 10,000. According to the methodologies outlined in this research, we now have a total of two families that are more self-sufficient. UWBG will continue to aggregate cases like those in the above examples until December 31, 2020. In so doing, it will measure its progress to the Big Bold Goal. UWBG will also continue to monitor the conditions of the Central Kentucky Community. When 10,000 families are more self-sufficient, and at the same time, the number of children living in poverty (for example) begins to decrease, UWBG will know that the Central Kentucky community is moving in the right direction to becoming the best place to live, work, and grow in the country.

## Annotated Bibliography

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### United Way Definitions

**Thompson, N. (2014) *Bold Goal for Central Kentucky*. Unpublished internal document, United Way of the Bluegrass. (Appendix 1)**

Since its release to the public in 2014, the Big Bold Goal has received significant focus from United Way of the Bluegrass staff and volunteers. So much so that explanatory documentation is plentiful. Appendix 1 is a document released by UWBG that outlines the various elements of the Big Bold Goal, including its four pillars, its ultimate objective, and some of the programs and partnerships that will allow UWBG and the Bluegrass Community to achieve this objective. Because UWBG recognizes the complexity in defining self-sufficiency, it also outlines several of the processes that may be used in order to establish additional definitions. For purposes of this research, this appendix will be referenced frequently as authoritative documentation of the intent of the Big Bold Goal and several of its components. While a new measurement method will be established by this research, older methodologies as outlined in Appendix 1 will be referenced.

**Nolan, P. (2016) *Memorandum Regarding Living Wage*. Unpublished internal document, United Way of the Bluegrass. (Appendix 2)**

United Way of the Bluegrass recently concluded its own research on poverty in the Bluegrass. The results of this research are captured in this memo to UWBG President Bill Farmer. UWBG finds that the methodology used to determine poverty levels in the United States is insufficient to represent

any measure of actual self-sufficiency. Further, the measure is largely arbitrary, and not relevant to today's economy. Therefore, using 200% of federal poverty as a measure of self-sufficiency is an insufficient metric with respect to the Big Bold Goal. As a result, UWBG staff (Patrick Nolan) have recently concluded a research strategy to determine the actual wage necessary in order for individuals and families to live acceptable self-sufficient lives (able to purchase a bundle of goods). This research is specific to UWBG's nine county service region of Anderson, Bourbon, Clark, Fayette, Jessamine, Madison, Montgomery, Scott, and Woodford Counties. The result is that an average Central Kentucky family of 2.5 requires a salary of \$17.50 per hour in order to be self-sufficient. 37% of all households in Central Kentucky do not meet this threshold. This number will be referenced as a part of this research as the key income indicator for self-sufficiency.

### **What is Self-Sufficiency?**

**Daugherty, Robert H., and Gerard M. Barber. "Self-sufficiency, Ecology of Work, and Welfare Reform". *Social Service Review* 75.4 (2001): 662–675.**

Dougherty and Barber (2001) argue that the classic definition of self-sufficiency (federal poverty levels, which are based mostly on food prices) is insufficient as we attempt as a society to apply it to today's standard of living. It does not, they argue, take in to account the realities of what it takes to raise a family or to live a quality of life that most would find acceptable. As we are discussing this concept in the social services sector, therefore, we must consider the entire ecology of self-sufficiency. Defining self-sufficiency, then, must include factors that are relevant to specific family types, including housing, childcare, healthcare, and other items. This and more, they argue, is a part of the self-sufficiency argument that was not included in the conversation at the time of publication. Applying this concept to the question of this study allows us to analyze the efficacy of any definition of self-sufficiency within the context of the ecology of a family – that is, the other factors affecting their ability to live a quality life.

**Rohe, William M.. "ASSISTING RESIDENTS OF PUBLIC HOUSING ACHIEVE SELF-SUFFICIENCY: AN EVALUATION OF CHARLOTTE'S GATEWAY FAMILIES PROGRAM". *Journal of Architectural and Planning Research* 12.3 (1995): 259-277.**

While Rohe (1995) focuses specifically on a public housing problem faced by the City of Charlotte in the mid 1990's, much of his thinking related to self-sufficiency programs is relevant in a more current context, and in a more global context. He maintains that self-sufficiency programs, such as those offered by local and national nonprofit organizations, are frequently offered in isolation, and fail to address the needs of the whole person. It is a comprehensive approach, one that considers a fuller range of services, he maintains, that truly addresses self-sufficiency. Rohe's research is useful to this study in that it establishes an approach to self-sufficiency that relies on multiple pillars of support. This study may argue that these pillars are slightly different in this case than were Rohe's, but his work serves as a starting point for recognizing a more holistic approach to self-sufficiency.

**Loeb, Susanna, and Mary Corcoran. "Welfare, Work Experience, and Economic Self-sufficiency". *Journal of Policy Analysis and Management* 20.1 (2001): 1-20.**

Loeb and Corcoran (2001) take an approach to defining self-sufficiency that includes a major component of UWBG's existing work. As this research seeks to define how UWBG, its community, and its partners will move 10,000 families to self-sufficiency, it will be required to examine the work that is already being done to transform lives. A major component of that work is related directly to job training and experience for un/underemployed members of the community, and those who face barriers to employment. Loeb and Corcoran outline a methodology for assessing the usefulness of this work. Their findings show that there is a direct link between job training and experience and earning potential, especially for members of the community who are receiving subsidies. As metrics are being developed, their work will be considered and cited as an authoritative source for the direct link between these activities and future self-sufficiency.

### **The Self-Sufficiency Standard**

**Pierce, Diana, and Brooks, Jennifer. "The Self Sufficiency Standard for Kentucky: Real Budgets, Real Families". University of Washington, Center for Women's Welfare (2001).**

The self-sufficiency standard is a purely financial perspective on independence and families. While UWBG believes that there is more to self-sufficiency than income, it also believes that an income sufficient to achieve an acceptable standard of living is at the foundation of self-sufficiency. This publication offers a comprehensive view of this concept that is specific to Kentucky. It is also a great source for dynamic explanations of the various costs associated with acceptable living standards. Pierce (2001) breaks down the costs for a family living in Kentucky and applies them to varying geographies in order to establish the standard. The data that Peirce outlines in this publication is worth reviewing on its own, but it is her analysis that will provide useful information to this research. Defining the income necessary to live at an acceptable standard is the first step toward defining what must be achieved in order to move 10,000 families to self-sufficiency. This publication will be cited as a part of this process.

### **Kentucky Self-Sufficiency Matrix**

The Kentucky Housing Corporation uses a comprehensive tool to analyze the self-sufficiency of its clients. UWBG has contracted through the Corporation to utilize the same powerful database tool that it uses for this analysis for its 2-1-1 service. As a result, UWBG has complete access to the Matrix as a reference tool for the determination of metrics used in its analysis of self-sufficiency. The Matrix is a robust set of variables that can be used to determine the self-sufficiency of any individual or family. The Matrix places each individual on a scale of 1 to 5, with one being the most vulnerable, and 5 being completely self-sufficient. This scale may not be useful to this research, but the variables used in determining the score may be. The Kentucky Self-Sufficiency Matrix will be



referenced as a source for variables widely accepted as valid for use in determining the self-sufficiency of individuals and families.

## **APPENDIX 1:**

### **Bold Goal for Central Kentucky**

#### **Overview**

#### **The Goal:**

***10,000 more Bluegrass families will be self-sufficient by 2020***

#### **What does the goal mean?**

United Way of the Bluegrass is challenging the community to work together to help 10,000 families move to self-sufficiency by 2020. Our challenge is built on the four foundational pillars – Basic Needs, School Readiness, Student Success, and Financial Stability. We believe that families must have their basic needs met, be financially prepared for emergencies and have the resources for long-term self-sufficiency. We further believe that students are working towards their own financial stability and by living in financial stable homes, being prepared to start school and being able to finish successfully, college or career ready, they are on that road to their own self-sufficiency.

The Big Bold Goal is our promise to our donors and our region that we lead a community effort to improve the lives of Bluegrass families in a significant way – by moving 10,000 families to self-sufficiency by 2020. This means that we'll focus on specific outcomes – Are a family's Basic Needs met? Do families have access to the kind of help that will make them financially stable – jobs, job readiness, good money management, and financial planning? Are our youngest children getting what they need to be ready to learn when they enter first grade? Are schools high quality and high performing so that our high school graduates are ready for their “what's next” – whether it be jobs, technical school or college?

#### **The Four Pillars:**

- **Basic Needs:**
  - **Description:** Addressing basic needs, injustices, inequities, lack of resources and other barriers to move families forward.
  - **Rationale:** Socio-economic status is factor in the student's success in school.
  - **Need Data:** 43,000 kids in Central Kentucky are receiving free and reduced-cost lunch
  - **Metrics:**
- **School Readiness:**
  - **Description:** Leading initiatives to improve the quality of childcare, family support, early intervention and equipping parents to make positive choices for their families.
  - **Rationale:** In order to succeed in school students should have stability at home and enrichment programs that remove barriers to success.
  - **Need Data:** 1 in 2 students are not prepared to enter kindergarten on the first day of school.
  - **Metrics:**

- 80% of incoming kindergarteners are ready to learn
  - 85% of students read at proficient or distinguished levels by 3rd grade, sustained through 4th grade
- **Student Success:**
  - **Description:** Helping children and youth achieve their potential by emphasizing education as the foundation for personal fulfillment, economic security and societal contribution.
  - **Rationale:** The community working together to ensure that students have success.
  - **Need Data:** 2 out of 5 high school graduates are unprepared for college and career. 50% of schools in the 11 school districts rate as “Needs Improvement”
  - **Metrics:**
    - 90% of 19 year olds are college or career ready
    - 100% of public schools in our region are proficient or distinguished
- **Financial Stability:**
  - **Description:** Investing in economic empowerment so low-to-middle income families have the resources and support to meet their needs, weather emergencies and invest in a brighter future.
  - **Rationale:** The ultimate result for individuals and families.
  - **Need Data:** 50,000 working families in the Bluegrass are struggling to make ends meet.
  - **Metrics:**
    - 10,000 more families living financially stable

### **How did we arrive at the BBG?**

We mean to be impactful and meaningful in our work on behalf and commitment to families. We estimate there are more than 50,000 families today in our region living below a level of self-sufficiency they need to raise healthy, happy and productive kids, who have more month than money, and who have to make choices no family should have to make in a caring society – do we eat or do we pay the rent or do we buy school supplies? We are setting a goal that over the next five years we will significantly improve the lives of one-quarter of those families. It Matters. It Matters to those families, to the over 30,000 kids who go to bed hungry in our home community every night. And It Matters to the whole community. As the saying goes, one end of the boat doesn't sink. If we improve the lives of the neediest among us – we improve the total quality of life of the whole community – and we truly earn the designation as a first-class city.

### **Impact Agendas**

The Education and Financial Stability agendas guide the work on the four pillars of BBG. They set the foundation of the work and are an important reference for the work we are doing today. ***See Impact Agenda Document***

### **Key Strategies**

- Generate significant financial resources from the community through the annual campaign to invest in the work of community partners that supports the Big Bold Goal.
- Generate significant financial resources from the community, grant-seeking, and contract services that brings additional services to the community supported by UWBG
- Inspire individuals and groups in the community to engage in the work of the BBG.
- Advocate with decision-makers and community connectors at all levels to progress systematic change that supports the BBG
- Promote the work of the BBG – the need, the work and the results

- Focus on the greatest areas of need to maximize impact - Needs Improvement schools and their communities
- Support and demand strong evaluation of funded programs, internal programs, and partnership-led projects
- Inform the community of the relevant data about the community that explains the need and details results.
- Provide a regional collection of resources that individuals and families can access (via web, phone, email, and text) to support their self-sufficiency journey.

#### **UWBG's Contribution to the BBG**

- Invest in the work of community partners (see external program description handout)
- Support internal and partnership programming that enhances and connects the community's work on the BBG:

<b>UWBG Program</b>	<b>Description</b>	<b>Rationale</b>	<b>Results</b>
2-1-1	<p>United Way of the Bluegrass 2-1-1 Contact Center is responsible for linking individuals and families (consumers) with information that will help meet their need(s).</p> <p>Highly trained Information and Referral Specialists interact with consumers to listen, evaluate and provide information on health and human services resources in their community. Contact centers have the ability to pre-screen, give eligibility information, offer critical requirements of the resource such as cost and/or documentation.</p> <p>The Contact Center is the first line of communication many consumers have in becoming self-sufficient and gathering information on programs within their community that can aid their ability to gain self-sufficiency.</p> <p>On July 1, 2015 the United Way 2-1-1 expanded the 2-1-1 coverage area to include all of the Bluegrass Area Development District as</p>	<p>The Contact Center is the first line of communication many consumers have in becoming self-sufficient and gathering information on programs within their community that can aid their ability to gain self-sufficiency.</p> <p>Customers gain knowledge concerning early education programs, financial literacy and education programs, counseling assistance, and all other health and human service that individuals and families would need to make them stable.</p> <p>This one phone call, text message, or email may give individuals and families the resources needed to make them self-sufficient.</p>	<p>In 2014 United Way 2-1-1 received 28,558 calls for assistance and provided 29,759 referrals for a variety of needs. The top five caller needs for the year were Food and Meals (35.5%), Tax Preparation and Professional Support (8.5%), Electric Service Payment Assistance (7.2%), Housing Expense Assistance (5.4%), and Case/Care Management (2.1%). Other needs represented 41.3% of calls with needs ranging from getting a Thanksgiving Basket to contacting an attorney for legal advice to getting help with intake/assessment for substance abuse problems.</p> <p>Since United Way 2-1-1 began in June of 2005, each year has seen a remarkable call volume increase. In 2006, the first full year 2-1-1 was operational, 7,064 calls were taken. In</p>

	<p>well as maintaining coverage to Montgomery County. United Way 2-1-1 now serves 18 counties in Central Kentucky: Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Montgomery, Nicholas, Powell, Scott and Woodford.</p>		<p>2007 that number grew by 58% to 11,179 calls. 2008 saw another 47% increase in calls to 16,443. In 2009, the number grew to 20,311, a 24% increase. In 2010 there was a 17% increase to 23,725. In 2011 there was a 1.5% increase to 24,074 calls. In 2012 there was an 8.9% increase to 26,232 calls. In 2013 there was a 0.08% decrease to 26,212 calls. In 2014 there was a 9% increase to 28,558 calls. United Way 2-1-1 has experienced a 304% increase in calls since being implemented.</p> <p>A percentage of those who called United Way 2-1-1 during 2014 received a follow-up phone call to measure client satisfaction. When an individual called United Way 2-1-1 for resources, the call specialist who took the call would ask if that person could be contacted in the next two weeks to determine if the need that prompted the call was met and to see if the caller was pleased with the way he or she was treated by 2-1-1 staff. Callers were asked to rate their experience calling 2-1-1 on a scale from Poor, Fair, Good and Excellent. 99% of callers rated their experience as</p>
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			excellent or good. Additionally, 98% of callers said they would utilize 2-1-1 again.
Bank On Bluegrass	Bank On Bluegrass is a public-private partnership designed to help families in the nine county Bluegrass region of Kentucky access mainstream financial services while reducing dependency on fringe financial services.	<p>Bank On Bluegrass seeks to provides free financial literacy education to low-income (under \$30K) and moderate-income (\$30K-\$50K) families, certification of which qualifies them to establish free or low-cost checking accounts, regardless of their previous banking history or credit rating, at partner banks and credit unions. The program hopes to capture 5% of the unbanked or underbanked population in United Way of the Bluegrass' (UWBG) service area.</p> <p>It is estimated that an unbanked or underbanked individual will spend as much as \$40,000 in fringe financial services during their lifetime. Connecting to mainstream financial services saves the person money that can be used to provide much needed self-sufficiency.</p>	Since 2003, Bank On Bluegrass has opened 491 Accounts, 1,421 participants completed financial education, we actively participated in 108 community outreach projects, and currently have 9 participating banks in the program to help assist those families open their respective checking accounts upon completion.
Back On Track	Back On Track is designed to help hardworking individuals succeed by matching savings through Individual Development Accounts (IDAs). IDAs are matched savings accounts that help lower-income and lower wealth individuals and families	Participating in an IDA program is a great way to getting in the habit of saving and to build an asset for you and your family, with an increased effort for long term financial stability. During the course of the program, participants are required to meet	Since 2010, 253 participants have been enrolled and are actively savings, 29 participants have enrolled but not opened accounts as of yet, 124 participants have graduated the program, and 14

	<p>accumulate savings for investments in long-term assets such as a house and/or home repairs, postsecondary education, or a small business. The match incentive is similar to an employer match to a retirement savings plan and is provided by a variety of sources, including the government and the social sector. The Assets for Independence (AFI) program, administered by the federal government, is currently the largest source of funding for IDA programs.</p>	<p>monthly with a case manager, attend ten hours of financial education classes, and eight hours of asset specific education. By combining a means to accumulate assets with financial education, IDA programs represent a strategy that helps families achieve financial independence.</p>	<p>applicants have been deemed eligible and are scheduled for program orientations. In addition to ongoing dissemination activities, and consistent referrals from partner agencies, UWBG has established some additional partnerships which will assist in filling the remaining IDA slots.</p>
CKEEP	<p>The Central Kentucky Economic Empowerment Project (CKEEP) is a regional Volunteer Income Tax Assistance (VITA) coalition that partners with the IRS to provide free tax preparation to low-income families, raise awareness about the Earned Income Tax Credit, and help families build assets.</p>	<p>It has been identified that many workers pay tax preparers high fees and face excessive interest on refund anticipation loans. Our CKEEP tax assistance sites help families maximize their tax credits and use them to make ends meet or save for the future.</p>	<p>Since 2003, CKEEP is one of Central Kentucky's most economically impactful programs that affect over 3,750 families and saving tax payers about \$750,000 in tax preparation fees and helped clients claim about \$4.7 million in tax refunds, resulting in an economic impact of \$6.1 million.</p> <p>Additionally, CKEEP targets tax payers who qualify for the Earned Income Tax Credit (EITC), a tax credit responsible for lifting 6.6 million people out of poverty each year – half of whom are children. This year, tax filers in Central Kentucky were able to claim almost \$1.8 million through the EITC.</p>
Countdown to	See web site		

Kindergarten	<a href="http://www.uwbg.org">www.uwbg.org</a>		
Help Me Grow	See web site <a href="http://www.uwbg.org">www.uwbg.org</a>		
STEM	<p><b>Xerox Academy for Academic Enrichment (LSTEAM)</b></p> <p>United Way of the Blue Grass, in partnership with Xerox has created the Xerox Center for Academic Enrichment (LSTEAM.)</p> <p>The Center for Academic Enrichment is a Xerox funded academic program created in conjunction with Fayette County Public Schools. The Center is designed to offer academic opportunity and support to students of Hispanic heritage. The program is a combination of in-school programming and out of school supports. The students participate in advanced math and science classes with the goal of enrollment in a post-secondary course of study in a STEAM related field.</p> <p>Participating schools:</p> <ul style="list-style-type: none"> <li>• Leestown Middle School</li> <li>• Bryan Station High School</li> <li>• Paul Laurence Dunbar High School</li> </ul>	<p>The LSTEAM program will provide a framework for students to maximize the resources and creative energy at the participating schools through a rigorous course of studies that will prepare students with the 21<sup>st</sup> century skills they need to succeed.</p> <p>The students are provided support services to enable them to achieve these goals e.g., extra time to complete course work, guidance from the program director, extra math and science courses, mentorship and tutoring, field trips to STEAM focused businesses, ACT preparation/ tutoring, and summer programming, as well as the added benefit of direct participation in the program from the Society of Hispanic Professional Engineers (SHPE.)</p>	<p>The program began in January 2014 with 7<sup>th</sup> and 8<sup>th</sup> grade students at Leestown Middle School.</p> <p>The 2014 -2015 school year was the first full year of the program, involving 22 seventh graders and 18 eighth graders along with the previous year's students that progressed to the participating high schools.</p> <p>The testing data provided by Leestown Middle showed that 81% of the 7<sup>th</sup> grade students and 83% of 8<sup>th</sup> the grade students demonstrated improvement in Algebra.*</p> <p>*Based on The Orleans Hannah prognosis test that assesses algebra readiness.</p>

Trailblazers	<p>The RSVP Trailblazers Program is an invitation to help students succeed. It is part of a national initiative that provides volunteer opportunities to persons aged 55 and over who want to remain actively involved in the life of their community. The goal is to develop specific volunteer opportunities that utilize the unique skills and interests of each volunteer and pair them with the needs of the community; in this case the educational and emotional needs of our youth and adults.</p>	<p>RSVP Trailblazers' specific goal is to focus volunteer talents on greater academic success by tutoring, mentoring and sharing life experiences with our youth and adults. RSVP Trailblazers operates in Anderson, Clark, Scott and Woodford Counties. As a United Way of the Bluegrass Program, Trailblazers develops volunteer and resource partnerships with youth and adult education initiatives throughout the Bluegrass.</p> <p>The need for well trained volunteers who can serve in a tutoring/mentoring capacity, is significant across the Bluegrass region:</p> <ul style="list-style-type: none"> <li>• Nearly 32,000 children in Central Kentucky are living in poverty.</li> <li>• More than 50% of the schools in the 9 county UWBG service area are classified as Needs Improvement based on KPREP scores.</li> <li>• In Central Kentucky, 52% of our students receive free or reduced price lunch</li> </ul> <p>The data shows that one caring adult in the life of a child can make a significant difference with regard to positive academic achievement.</p>	<p>Since its inception in 2011, 200 RSVP Trailblazers volunteers have served nearly 10,000 hours for at-risk students in Anderson, Clark, Scott and Woodford Counties. We have collaborated with schools, 4-H, County Extension Offices, Mentors and Meals, Senior Citizen Centers, YMCA and many faith-based programs. We currently have approximately 140 volunteers in 30 volunteer stations and our numbers are climbing. Our volunteers are dedicated, qualified and caring individuals who are helping each of their students find his or her spark for vibrant learning!</p>
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<p>V.I.P.</p>	<p>Our goal is to develop specific volunteer opportunities that utilize the particular skills and interests of each individual volunteer and pair them with the needs of the community; in this case the educational and emotional needs of K-12 students in Fayette County, Kentucky. The VIP Education Program focuses volunteer talents and experience to advance students' educational development through academic and mentoring assignments. As a United Way of the Bluegrass program, VIP Education will strive to work with education initiatives already in place, supplying them with well trained, reliable, and knowledgeable volunteers. The program will seek to partner with schools, out of school (after school) programs and other learning environments. The program will focus on schools that are classified as needs improvement.</p> <p>VIP Model Overview: <u>Operational / Procedural</u></p> <ul style="list-style-type: none"> <li>• <b>VIP Stations:</b> Stations are public agencies, and/or secular or faith based private non-profit organizations that accept the responsibility for assignment and supervision of VIP volunteers.</li> <li>• The VIP program will strive to partner with schools and out of school programs</li> </ul>	<ul style="list-style-type: none"> <li>• In Fayette county 54% of our students are on free or reduced lunch (was only 37% in 2007...still growing)</li> <li>• In the 10 other school districts UWBG serves it's 52%</li> <li>• Nearly 32,000 children in Central Kentucky are living in poverty.</li> <li>• More than 50% of the schools in the 9 county UWBG service area are classified as Needs Improvement based on KPREP scores.</li> <li>• In Lexington that number is 55%</li> <li>• 60% of Lexington elementary schools rate as Needs Improvement</li> <li>• 11 elementary schools in Lexington fall in the bottom 20<sup>th</sup>% of the state with William Wells Brown having dropped to the very bottom.</li> </ul>	<p>The effort to place volunteers into William Wells Brown Elementary began in the Fall of 2014. Initial efforts focused on recruitment and establishing the needs of the school along with a strategic plan of action for the engagement of volunteers.</p> <p>By the second week of January 2015 the first group of volunteers was in place and interacting with children at the school in one of three areas: Classroom assistance/ tutoring 21<sup>st</sup> Century After School program Reading writing Rewards program.</p> <p>By the close of the school year we had reached a maximum of 80 volunteers in the school.</p> <p>Those volunteers served more than 1,100 hours with the students working on academic tutoring, homework help, reading/writing skills, and social engagement / mentoring.</p>
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	<p>and work to provide a stable core of volunteers to work directly with students in the school/program on academic enhancement and achievement.</p> <ul style="list-style-type: none"> <li>• The program will place volunteers in a direct mentoring/tutoring relationship during school hours and/or during out of school programming.</li> <li>• Relative to out of school programming, the VIP volunteer assignments will be developed to complement and supplement (not replace or supplant) existing activities.</li> <li>• Activities will range from repeated academic practice and homework help to potentially special academic learning projects.</li> <li>• The program will deploy multiple volunteers per station but also utilize and maintain the same stable core of volunteers per station throughout the school year.</li> <li>• The program will place volunteers in a station each day that school is in session throughout the entire operating</li> </ul>		
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	timeframe of the station.		
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#### **How will we evaluate success?**

UWBG has established a Data & Metrics Committee, chaired by UK's Martin School's Dr. Eugenia Toma, to guide the community's evaluation of the BBG. The committee is comprised of individuals with expertise in data, analytics, and community issues. There are representatives from local universities, local government, Lexmark, Toyota, the school systems and chamber of commerce. The committee is currently working towards three outcomes:

- The review and release of community-level data that defines the BBG
- The development and monitoring of community-level metrics that will demonstrate the level of success on the BBG
- The establishment of program-level metrics that internal and external programs will use to measure success

In addition, programs funded by UWBG submit reports every six months. These reports are compiled and reviewed by masters-level students from the University of Kentucky's Martin School and College of Social Work.

**Appendix 2:**

**TO:** Bill Farmer  
**FROM:** Patrick Nolan  
**RE:** Living Wage

First, a **living wage** would be the wage needed for a household, working **2000** hours a year, to purchase an adequate (sustainable/livable) bundle of goods (a bundle is just whatever you buy in a year).

For our purposes, we should start by briefly stating that the poverty line is adjusted for individuals in a household by only taking into account the cost of food, and no other good consumed. Because of this, it would be beneficial to try to determine a **living wage**, which would take the other goods consumed into account and would adjust for those costs as well. Without doing this, the poverty line does not give a realistic view of what the wages needed to live a sustainable life would be.

I determined that the average consumer bundle for Kentucky would be **\$46,861.62 per household**, and for a poor family I believe it is reasonable to use 75% of this as a benchmark to determine if a household was earning a living wage. This would be **\$35,000 per year** or **\$17.50 per hour**. If we assume that a household has **2.5 people**, with **2 working adults** that would be **\$8.75 per hour per working adult**. The following table shows how many households are below this wage in our 9 county project area.

County	% of Households Below \$35K	# of Households Below \$35K	Total Households
Anderson	32%	2,690	8,354
Bourbon	41%	3,222	7,783
Clark	40%	5,733	14,368
Fayette	38%	46,662	124,101
Jessamine	36%	6,541	18,119
Madison	42%	13,399	31,751
Montgomery	47%	4,825	10,288
Scott	26%	4,778	18,307
Woodford	31%	2,963	9,715
Total	37%	90,813	242,786



### **APPENDIX 3**

#### **UWBG Funded Programs by Pillar:**

<b>Agency</b>	<b>Program</b>	<b>Pillar</b>
<b>American Red Cross, Bluegrass Chapter</b>	Disaster/ Emergency Services	Basic Needs
<b>American Red Cross, Bluegrass Chapter</b>	Ready & Resilient- Bourbon County	Basic Needs
<b>American Red Cross, Bluegrass Chapter</b>	Ready & Resilient- Scott County	Basic Needs
<b>American Red Cross, Daniel Boone Chapter</b>	Disaster Relief Services	Basic Needs
<b>Arbor Youth Services</b>	MASH Drop Inn Emergency Shelter	Basic Needs
<b>Bluegrass Community Action Partnership</b>	Adult Day Programs	Basic Needs
<b>Bluegrass Community Action Partnership</b>	Bluegrass Head Start	Basic Needs
<b>Bluegrass Community Action Partnership</b>	Elder Nutrition Program	Basic Needs
<b>Bluegrass Community Action Partnership</b>	Senior Citizens Centers	Basic Needs
<b>Bluegrass Community Action Partnership</b>	Senior Companion Program	Basic Needs
<b>Bluegrass Council of the Blind</b>	Visually Impaired Peer Support (VIPS)	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	EMDR Therapy Program	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Hospital Advocacy Program- Bourbon County	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Hospital Advocacy Program- Clark County	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Hospital Advocacy Program- Fayette County	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Hospital Advocacy Program- Madison County	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Hospital Advocacy Program- Scott County	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Volunteer Recruitment- Scott County	Basic Needs
<b>Bluegrass Rape Crisis Center</b>	Volunteer Recruitment- Clark County	Basic Needs
<b>Bluegrass Technology Center</b>	Coordinating & Assisting the Reuse of Assistive Technology	Basic Needs
<b>Bluegrass.org</b>	Woodford Outpatient	Basic Needs
<b>Bourbon County 4- H Council</b>	Bourbon County 4- H	Basic Needs
<b>CASA of Madison County</b>	CASA of Madison County	Basic Needs
<b>CASA of the Bluegrass</b>	Anderson County Volunteer Coordination	Basic Needs
<b>CASA of the Bluegrass</b>	CASA of the Bluegrass- Anderson County Volunteer Coordination	Basic Needs

<b>Center for Women, Children and Families</b>	The Nest- Center for Children, Women and Families- Parenting Program	Basic Needs
<b>Center for Women, Children and Families</b>	The Nest- Center for Women, Children & Families- Domestic Violence Program	Basic Needs
<b>Center for Women, Children and Families</b>	The Nest- Center for Women, Children & Families- Crisis Care Program	Basic Needs
<b>Center for Women, Children and Families</b>	The Nest- Center for Women, Children & Families Child Care Program	Basic Needs
<b>Child Development Centers of the Bluegrass</b>	Child Development Center of the Bluegrass	Basic Needs
<b>Children's Advocacy Center of the Bluegrass</b>	Medical Clinic	Basic Needs
<b>Clark County Community Services, Inc.</b>	Basic Needs	Basic Needs
<b>Clark County Homeless Coalition</b>	Wainscott Hall Transitional Homeless Shelter	Basic Needs
<b>Community Action Council</b>	Foster Grandparent Program	Basic Needs
<b>Community Action Council</b>	Foster Grandparent Program- Scott County	Basic Needs
<b>Community Action Council</b>	Retired & Senior Volunteer Program	Basic Needs
<b>Community Action Council</b>	Retired & Senior Volunteer Program- Jessamine County	Basic Needs
<b>Community Center of Wilmore- High Bridge</b>	Basic Needs Assistance	Basic Needs
<b>Domestic Violence Prevention Board</b>	Domestic Violence Prevention Board (DVPB)	Basic Needs
<b>Greenhouse17</b>	GreenHouse17 (Formerly Bluegrass Domestic Violence Program) - Critical Crisis Stabilization Services	Basic Needs
<b>Greenhouse17</b>	GreenHouse17 (Formerly Bluegrass Domestic Violence Program) - Farm Program	Basic Needs
<b>Jobs for Kentucky's Graduates</b>	JKG at Paris High School	Basic Needs
<b>Kentucky River Foothills Development Council, Inc.</b>	Foothills Community Action Senior Citizen Centers for Clark and Madison Counties	Basic Needs
<b>Nursing Home Ombudsman Agency of the Bluegrass</b>	Friendly Visitor Program- Fayette County	Basic Needs
<b>Nursing Home Ombudsman Agency of the Bluegrass</b>	Friendly Visitor Program- Jessamine County	Basic Needs
<b>Nursing Home Ombudsman Agency of the Bluegrass</b>	Friendly Visitor Volunteer Program- Clark County	Basic Needs
<b>Scott United Ministries- Amen House</b>	Emergency Services - AMEN	Basic Needs
<b>Shepherd's House</b>	Shepherd's House Inc.	Basic Needs
<b>The Salvation Army</b>	Jessamine County Human Services	Basic Needs
<b>The Salvation Army</b>	The Salvation Army Youth Development Program	Basic Needs
<b>The Salvation Army</b>	The Salvation Army's Human Services	Basic Needs

<b>Urban League of Lexington- Fayette Country</b>	Affordable Housing	Basic Needs
<b>WC Women's Club Coats &amp; Shoes for Kids</b>	Coats & Shoes for Kids	Basic Needs
<b>AccuTran Industries</b>	AccuTran Industries, Inc.	Financial Stability
<b>AIDS Volunteers, Inc.</b>	Into the Black: Empowering Financial Stability	Financial Stability
<b>AppalReD Legal Aid (Appalachian Research and Defense Fund of KY)</b>	Financial Stability Clinic	Financial Stability
<b>Apprisen formerly Consumer Credit Counseling Service of the Midwest Inc</b>	Community Financial Education	Financial Stability
<b>Apprisen formerly Consumer Credit Counseling Service of the Midwest Inc</b>	Comprehensive Financial Counseling	Financial Stability
<b>Bluegrass Community Action Partnership</b>	Financial Stability Program	Financial Stability
<b>Catholic Charities of the Diocese of Lexington</b>	Bridging the Gap Rent & Utility Assistance Program	Financial Stability
<b>Catholic Charities of the Diocese of Lexington</b>	Bridging the Gap Rent and Utility Assistance Program	Financial Stability
<b>Catholic Charities of the Diocese of Lexington</b>	Clinical Counseling	Financial Stability
<b>Catholic Charities of the Diocese of Lexington</b>	Clinical Counseling	Financial Stability
<b>Catholic Charities of the Diocese of Lexington</b>	Lasting Change Financial Literacy Program	Financial Stability
<b>Clark County Community Services, Inc.</b>	Job Essentials	Financial Stability
<b>Clark County RX Assistance</b>	Clark County RX Assistance Program	Financial Stability
<b>Community Action Council</b>	Community Action Financial Fitness Program	Financial Stability
<b>Community Action Council</b>	Employment and Child Care Opportunities	Financial Stability
<b>Faith Feeds of Kentucky, Inc.</b>	GleanKY	Financial Stability
<b>GSC Immigrant Initiative</b>	GED in Spanish	Financial Stability
<b>Hope Center, Inc.</b>	Hope Center Men's Recovery Program	Financial Stability
<b>Hope Center, Inc.</b>	Hope Center Women's Program	Financial Stability
<b>Jubilee Jobs of L:exington</b>	Jubilee Jobs of Lexington	Financial Stability
<b>Jubilee Jobs of L:exington</b>	Jubilee Jobs Program	Financial Stability
<b>Kentucky River Foothills Development Council, Inc.</b>	Liberty Place Recovery Center for Women	Financial Stability
<b>Kidney Health Alliance of Kentucky</b>	Nutritional Supplement Program (NSP)	Financial Stability
<b>Kidney Health Alliance of Kentucky</b>	Public Education and Awareness Campaign on Kidney Disease	Financial Stability



<b>Legal Aid of the Bluegrass</b>	Removing Impediments to Family Stabilization (RIFS)	Financial Stability
<b>M &amp; M Food Pantry</b>	Food Pantry	Financial Stability
<b>Mentors&amp;Meals</b>	Mentors & Meals with STEM Component	Financial Stability
<b>Nursing Home Ombudsman Agency of the Bluegrass</b>	Nursing Home Ombudsman Agency Ombudsman Program	Financial Stability
<b>OFFICE OF KENTUCKY LEGAL SERVICES PROGRAMS INC dba Kentucky Equal Justice Center</b>	Maxwell Street Legal Clinic	Financial Stability
<b>Operation Happiness</b>	Operation Happiness	Financial Stability
<b>Pathways</b>	Supported Employment	Financial Stability
<b>Post Clinic</b>	The Post Clinic, Inc.	Financial Stability
<b>Project Read</b>	No Adult Left Behind	Financial Stability
<b>Repairers Lexington</b>	Faith Pharmacy	Financial Stability
<b>Scott County Hospitality House</b>	Elizabeth Place- Case Mgmt Program	Financial Stability
<b>Scott United Ministries- Amen House</b>	Emergency Services	Financial Stability
<b>The Salvation Army</b>	The Salvation Army's Scott County Human Services	Financial Stability
<b>Center for Women, Children and Families</b>	Parent Support Group	N/A
<b>Employment Solutions, Inc.</b>	Post-Secondary Education in High Demand Professions	N/A
<b>Girl Scouts of Kentucky's Wilderness Road Council</b>	STEM Program	N/A
<b>Greenhouse17</b>	Domestic Violence Program- Clark County	N/A
<b>Greenhouse17</b>	Domestic Violence Program- Jessamine County	N/A
<b>Hope Ministries Food Pantry under auspices of Ministerial Assn. of Woodford Co.</b>	Hope Ministries Food Pantry under the auspices of The Ministerial Assn. Of Woodford County	N/A
<b>Jessamine County Adult Education</b>	GED- A First Step	N/A
<b>4Kids, a Faith Community Partnership</b>	4kids Leadership Academy for Middle School	School Readiness
<b>Big Brothers Big Sisters of the Bluegrass</b>	Big Brothers Big Sisters Mentoring	School Readiness
<b>Child Care Council of Kentucky, Inc.</b>	KinderPrep	School Readiness
<b>Growing Together Preschool, Inc.</b>	Growing Together Preschool, Inc.	School Readiness
<b>Partners in Education</b>	School / Business Partnerships	School Readiness

<b>Reading Camp of the Episcopal Diocese of Lexington</b>	Reading Camp	School Readiness
<b>Telford YMCA</b>	Primetime Afterschool Childcare	School Readiness
<b>Visually Impaired Preschool Services</b>	Jumpstart into Preschool	School Readiness
<b>YMCA of Central Kentucky</b>	Back to School Rallies	School Readiness
<b>YMCA of Central Kentucky</b>	Summer Learning Loss Prevention Camp	School Readiness
<b>Anderson County Adult Education and Literacy Council</b>	Anderson County Adult Education and Literacy Program	Student Success
<b>Arbor Youth Services</b>	Afterschool Outreach Program	Student Success
<b>Chrysalis House</b>	Chrysalis Childcare Program	Student Success
<b>Clark County Association for Handicapped Citizens</b>	Clark County Early Learning Center	Student Success
<b>Clark County Association for Handicapped Citizens</b>	STRIDE Program	Student Success
<b>Clark County Children's Council</b>	Kids Karnival Afterschool	Student Success
<b>First Bracktown, Inc.</b>	Black Males Working (BMW) Academy	Student Success
<b>Gateway Children's Services</b>	Living It Up	Student Success
<b>Girl Scouts of Kentucky's Wilderness Road Council</b>	Girl Scouts Get Moving!	Student Success
<b>Lexington Hearing and Speech Center</b>	Language Therapy Program- Scott County	Student Success
<b>Lexington Hearing and Speech Center</b>	Lexington Hearing & Speech Center Preschool & Kindergarten program	Student Success
<b>Lexington Hearing and Speech Center</b>	Sliding Scale Program	Student Success
<b>Montgomery County 4- H Council</b>	Youth Development Program	Student Success
<b>One Parent Scholar House</b>	One Parent Scholar House Child Development Center	Student Success
<b>Paris- Bourbon County YMCA</b>	Healthy Living for Bourbon County	Student Success
<b>Paris- Bourbon County YMCA</b>	YMCA Summer Day Camp Garden	Student Success
<b>Repairers Lexington</b>	East 7th Street Youth Program	Student Success
<b>The Cleveland Home dba Life Adventure Center of the Bluegrass</b>	LAC Adventure Camp Scholarship Program	Student Success
<b>The Foster Care Council of LexKy</b>	Education Advancement	Student Success
<b>The Salvation Army</b>	The Salvation Army's Scott County Educational Children's Services	Student Success
<b>The Salvation Army</b>	The Salvation Army's Early Learning Program	Student Success

<b>Tweens Nutrition and Fitness Coalition</b>	Tweens Nutrition and Fitness Coalition	Student Success
<b>Urban League of Lexington- Fayette Country</b>	YES: Youth and Educational Services	Student Success
<b>Visually Impaired Preschool Services</b>	Early Intervention	Student Success
<b>Woodford County 4-H Council</b>	Youth Development	Student Success
<b>Woodford County Theatrical Arts</b>	The Girl Project	Student Success
<b>Woodford County Theatrical Arts</b>	Woodford Theatre Summer Academy	Student Success
<b>YMCA of Central Kentucky</b>	Early Learning Readiness	Student Success
<b>YMCA of Central Kentucky</b>	Healthy Eating and Physical Activity Policy	Student Success
<b>YMCA of Central Kentucky</b>	YMCA Afterschool Learning	Student Success
<b>YMCA of Central Kentucky</b>	YMCA Black Achievers	Student Success
<b>YMCA of Winchester</b>	Youth Leadership & Sports Scholarship	Student Success